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ABSTRACT

This collection of language activities for the Hispanic adult English-as-a-Second-Language (ESL) student emphasizes real life vocabulary and skills. It is addressed to the student, except where a facilitator is needed for dictation exercises. Nonetheless, an instructor's help is necessary for the manual's use. Vocabulary lists in Spanish and English are on these topics: emergency phone calls, arranging for and maintaining utilities services, applying to purchase or rent a home, and applying for a job. A blank job application and lease form are included. Short paragraphs, written by former ESL students, on such topics as drugs, aging parents, disciplining children, and the differences between food in the United States and Puerto Rico also appear. They are intended to stimulate discussion and form the basis for activities in pronunciation, comprehension, writing, and making inferences. (CML)

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Center For Literacy

"I Don't Speak English... But I Understand You"

Speaking, Writing, Reading and Listening Activities for Hispanic Adults in a Community-Based English as a Second Language Program

by
Jane McGovern, Project Director
Program Year 1987-88

U.S. DEPARTMENT OF EDUCATION
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Dedication

I dedicate this manual to the students at CPC, whose commitment to learning inspired a new approach to teaching English as a Second Language.

How This Project Came About

The idea for this manual emerged at the Center for Literacy's program for Hispanic adults located at Centro Pedro Claver (CPC). CPC is a vital community services center situated in the heart of one of Philadelphia's largest Hispanic neighborhoods. Since 1984, CFL has offered classes two days a week in beginning and intermediate English to Hispanic adults at this site.

One day, as a teacher new to the Hispanic community, I asked my students, "Do you read English?" The answer I received was: Un poquito" (a little bit). Next, I asked: "Do you write English?" The answer received was, "Un poquito" (a little bit). Then asked, "Do you speak English?" the students answered, "Yo no hablo Ingles" (I don't speak English). However, I soon understood that the students understood all my English questions. They could understand English but they couldn't or wouldn't speak English.

Later, I gave the students a writing assignment to answer the question, "Why don't you speak English a little bit?" they answered in complete sentences combining some English words with Spanish words. Their responses to the question fell into two categories: the fear category and the lack of confidence category. "I'm afraid people will laugh at me because I don't speak good English" and "I don't speak English because I don't pronounce the words correctly" were the most common responses. From this questioning and writing process emerged the challenge and task of designing curriculum materials for Hispanic students that would help them be less afraid to use English and begin to

build their confidence. The process of writing I Don't Speak English. . . But I Understand You helped many students learn English in a way that was confortable for them.

This goal was achieved by implementing a learner-centered participatory approach which validated, rather than negated Spanish, the student's primary language. While ESL is often taught without using the students' first language, we discovered that the adults in this program felt better when they had the assistance of their native tongue. Validation of a people's language validates the people themselves. The population for whom this curriculum was written are a devalued and fearful people due to low socio-economic status, inferior living conditions, drugs and crime in their neighborhoods, and overall low self-esteem. Many of these students had lived in Philadelphia for years without learning English, remaining isolated and confined to their communities. By allowing them to use their own language in the classroom, they felt at ease and acknowledged as a people. Later, when comparing English and Spanish, students had a point of familiarity, and a reference with which to compare newly learned language skills to previously known language skills. Through this process, students' knowledge of English vocabulary, grammar, usage and pronunciation was greatly improved. Students were more willing to try to speak English and less afraid, overall, to begin to become members of the English speaking world.

The themes in this manual emerged from issues that students either brought directly to the ESL classes, or when reading about

the subject, reacted to with strong interest. These themes provided an opportunity for the development of the ESL skills and activities in the manual.

The stories written by the students were generated through pictures, reading codifications, and brainstorming activities. (see references p.74)

The vocabulary reflects the words, and pronunciations that students identified as difficult. Many of the language exercises developed when the class engaged in correcting their own writings. Some Spanish translations may differ due to the diversity of the class and because Spanish dialects vary according to the students' birthplaces.

How To Use This Manual

This manual is not meant to be the only resource used in an ESL class for Hispanic adults. It is meant to be supplemented with additional materials. Except where the facilitator is indicated for the dictation exercises, the directions in the book are written to the student. The instructor's help is necessary, however, for completing all the exercises. Throughout the use of the manual it is recommended that students compare English and Spanish vowel sounds, suffixes and grammatical structures.

This manual can also serve as a catalyst and a model for students and teachers to develop new materials. Pictures, readings and discussions can generate new themes for students to write about. Students can read each other's writings. Together, with their instructor, they can identify what gives them the most difficulty when trying to learn English and begin to focus on these difficulties in their studies. Whenever possible activities should combine speaking, listening, reading and writing. In this way stronger areas (usually listening and reading) support weaker areas (usually speaking and writing) when learning ESL.

Donde Nosostros Necesitamos Hablar Ingles

Where We Need to Speak English

Donde Nosotros Necesitamos Hablar Ingles
Where I Need To Speak English

I need to speak English because sometimes
I don't know the words to speak in the
stores, at the hospital, to the police,
and sometimes in the street.

Doris Ismael

Vocabulary

for Emergency Phone Calls

Here are some emergency vocabulary words students may want to learn as soon as possible:

emergency	emergencia
hospital	hospital
fire	fuego
fire department	departamento de fuego
police	policia
heart attack	ataque corazón
bleeding	sangrar
pain	dolor
shot (held up)	disparo
stolen	robado
robbery	asalto
conscious	conciente
unconscious	inconciente
report	reporte
need help	necesite ayuda
have a problem	tengo un problema
accident	acidente
ambulance	ambulancia

Activities

1. Vocabulary

Read each sentence and write the correct word in each space. Use the word list for emergency phone calls. The first letter of the missing word is provided for you.

1. I have an e_____.
2. My son needs to go to the h_____.
3. His foot is b_____.
4. I need an a_____.
5. He is in much p_____.
6. There as been an a_____.
7. My father has had a h_____ a_____.
8. My kitchen is on f_____.
9. The sick woman was u_____.
10. Money has been s_____.

Donde Nosotros Necesitamos Hablar Ingles
Where I Need To Speak English

I think it is very important to know how to speak English on the telephone, in case of emergency.

I need to speak English to report fire, to call for police, to report gas leaks, and to call the doctor.

If you make a call to Puerto Rico, you must speak English because the operators speak English.

Julio Del Rio

Vocabulary
for Utilities Service

Here are some useful terms students may want to learn as soon as possible.

name	nombre(de biles)
address	dirección
bills	biles
account number	numbero de cuenta
identification	identificacion
meter	contador
estimate	estimado
payment	pagare
agreement	acuerdo
overcharged	sobre cargo
charges	cargos
change	cambio
proof	prueba
read meters	leer contador
cash	efetivo
check	cheque
money order	jiro-postal
check the meter	chequiar el contador
high bill	biles alto
off my account	fuera demi cuenta
on my account	en mi cuenta
need help	necesito ayuda
have a problem	tengo un problema
gas leak	liqueo de gas

Vocabulary for Utilities Service (cont.)

water leak	liqueo de agua
shut off	cortal
applied	aplicar
payment	pagareses or acordados
service	servicio
rent	renta

Activities

I. Vocabulary

Read each sentence and write the correct word in each space. Use the word list for utilities services. The first letter of the missing word is provided for you.

1. I need to pay my b_____ today.
2. I can't remember my a_____ n_____.
3. Can you send someone to c_____ the m_____.
4. I smell gas, so I think there is a g_____ l_____.
5. My electric is s_____ o_____ and I need it turned on.
6. My bill is too high; I've been o_____ c_____.
7. I want to make p_____ on my bill.
8. Please take my payment o_____ m_____ a_____.

Unscramble the words to make a question (Hint - Begin with underlined word.)

1. proof you <u>do</u> have payment of.
2. you last pay <u>did</u> the bill
3. my meter <u>can</u> check you
4. know you <u>do</u> account number your.
5. I payment arrangements make <u>can</u>.

Las Casas

Houses

Las Casas en Puerto Rico

Houses in Puerto Rico

The housing in Puerto Rico is not
the same as United States.
The weather is a tropical one.
We do not use glass windows.
The houses do not have heaters and
do not have chimneys.
In Puerto Rico houses are built with
cement blocks.
Most of the houses are separate and
have only one floor.
Only the government makes houses of
two floors or more.
Some people pay rent for these
houses, but it is cheap.

Edwin Mendez

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
weather	tiempo
whether	si
one	uno
won	gano
two	dos
too	tambien

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use word list above.

1. In Puerto Rico, the _____ is tropical.
2. I have _____ daughters.
3. The team _____ its game.
4. My friend is coming _____.
5. I am going _____ the store.

IV. Contractions - Write the contractions (HINT: was not = wasn't no era=y no estaba.

is not _____

do not _____

it is _____

are not _____

does not _____

Change contractions and make 2 words

I'm _____

he's _____

she's _____

we're _____

they're _____

V. More Pronunciation - ch/sh - Oral

Read words aloud. Be careful to pronounce each word correctly. Try to say each word in a sentence.

ch	Spanish	sh	Spanish
cheap	barato	sheep	oveja
cheat	copiar or engañar	sheet	sabana
cheese	queso	shake	mover
chair	silla	share	compartir
chop	cortar	shop	comprar
each	cada uno	rush	avansar
teach	enseñar	brush	sepillo
reach	ancanzar		
bleach	blanqueador	hush	abrazar
touch	tocar	crush	esprimir

VI. (Facilitator)

Listening/Writing

Using the following words dictate sentences for students to write.

cheat cheap chop shop sheet

VII. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.

1. Name 3 materials used to make houses.

2. How are houses in Puerto Rico different from houses in the United States?

3. Who builds houses with more than one floor and why?

4. Is housing cheap or expensive?

VIII. Discussion

How else is housing in Puerto Rico similar/different from housing in the United States?

Las Casas en Puerto Rico y Los Estados Unidos

Houses in Puerto Rico and U.S.

The houses in Puerto Rico are
different than United States because
they are made from cement blocks.
Many are made from wood and their
roofs are made from zinc.
Some houses have two stories.
There are apartments from the
government for people of low income.
There are houses expensive too.
The houses in Puerto Rico don't need
heaters because our climate is warm.
Our island is tropical.
In U.S. the houses are made from
bricks outside and inside they are
sheet rock and thin wood.
The houses need heaters because
several months are cold.
Even though our island has four
seasons, we feel only one.
There are houses expensive and
inexpensive too like in Puerto
Rico.

Marina Clamente

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
our	nuestra
hour	hora
feel	sentir
fill	llenar
four	cuatro
for	para
brick	ladrillo
break	romper
though	aunque
thought	pensamiento
to	para or a
too	tambien (also) or mui (too many
two	dos
its	es

II. Pronunciation - Repeat the above word pairs of English and Spanish together. For clear pronunciation pay attention to underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use word list above.

1. We _____ she was _____ friend.
2. Even _____ I have no money, I _____nappy.
3. If you _____ the balloon with _____ much air, it will _____.
4. Maria went _____ the store to buy bread.
5. Give the cat _____ dinner.

IV. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write:

fill break thought feel our

V. (Facilitator)
Dictation for Vocabulary Development: Word Pairs that Sound Alike

Using the following word pairs, dictate sentences for students to write:

feel	brick	hour	though	too
fill	break	our	thought	two

VI. Language Exercise - Writing a Question

Using "to be" (estar/ser verb) to make a question. Unscramble the following words to create an asking sentence. (Hint: Begin each sentence with <u>is</u> or <u>are</u>)

1. different in U.S. houses are the

_____

2. island our tropical is

_____

3. houses expensive the are

_____

VII. Language Exercise - Singular and Plural with "to be" verb

Think about this: Why is the verb "is" used in some sentences and 'are' in other sentences. Read the story again to find out. For the subjects from the story listed below, choose correct verb (is/are).

climate _____ they _____ months _____

houses _____ many _____ island _____

some _____ apartments _____

VIII. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

How are houses built differently and why?

IX. Discussion

What are similarities and differences in government housing in Puerto Rico and U.S.?

REAL LIFE Activity
Application to Purchase/Rent Property
Philadelphia Residential Lease Form

Application to Purchase/Rent a House
Philadelphia Residential Lease Form

Activities

	English	Spanish
1.	parties	partes
2.	premises	terreno
3.	conditions	condicion (es)
4.	agreement	contrato
5.	lessor	arrendatario
6.	tenant	inquilino
7.	amount	cantidad
8.	advance	adelanto
9.	grace	gracia (prorroga)
10.	renewal	renovacion
11.	occupants	ocupante (s)
12.	payments	pago (s) (common name)
13.	rules	regla (s)
14.	regulations	regulacion (es)
15.	increase	aumento
16.	imposed	impuesto
17.	meter (water,gas, etc).	contador
18.	negligent	negligente
19.	willful	capricho
20.	conduct	conducta
21.	repairs	reparacion (es)
22.	replacements	reemplazos
23.	installations	instalacion (es)
24.	failure	fracazo or fallo
25.	terms	termino (s) plazo (s)
26.	cleaning	limpieza
27.	clauses	clausula
28.	beginning	principio or comienzo

I. Use this vocabulary list to help you understand or fill in the forms: Application to Purchase/Rent Property and Philadelphia Residential Lease Form. (see form after page 27)

II. Dialog and Write

Think about some questions a landlord or real estate person might ask you. Write the question in complete sentences.

Use the following question words to begin each question.

What? Que?

When? Cuando?

Where? Donde?

Why? Porque?

How? Como?

Who? Quien Quienes

What are some questions you might ask the landlord using the same question words? Write the questions.

III. (Facilitator)

Role Play

Combine all questions. Arrange in a logical order to role play a landlord/possible tenant discussion.

Students answer questions as they role play.

APPLICATION TO PURCHASE /RENT PROPERTY

PROPERTY ADDRESS _____ DATE ____/____/____

NAME OF PURCHASER(S) _____ SALE PRICE $_____

PURCHASERS ADDRESS _____ ZIP ___ SETTLEMENT _____

HOW LONG THERE _____ NOW PAYING $_____ CHILDREN _____

PREVIOUS ADDRESS _____ ZIP ___ BROKER _____

HOW LONG THERE _____ RENT PAID $_____ HOME PHONE _____

AGES OF BUYER(S)_____

DEPOSIT AT SIGNING AGREEMENT $_____ ADDITIONAL DEPOSIT $_____

MORTGAGE TO BE OBTAINED

AMOUNT OF MTGE.$_____ TYPE_____ TERM_____ INT_____%

EMPLOYMENT INFORMATION

EMPLOYER _____ PHONE #_____

ADDRESS OF EMPLOYER _____ POSITION HELD_____

NUMBER OF YEARS EMPLOYED _____ SUPERIOR'S NAME_____

BADGE NUMBER _____ SOC. SEC. #_____

PREVIOUS EMPLOYER _____ PHONE #_____

ADDRESS OF PREVIOUS EMPLOYER _____ ZIP_____

NUMBER OF YEARS EMPLOYED THERE _____ BADGE NUMBER_____

PREVIOUS EMPLOYER _____ PHONE #_____

ADDRESS OF PREVIOUS EMPLOYER _____ ZIP_____

WIFES EMPLOYMENT _____ PHONE #_____

ADDRESS OF EMPLOYER _____ POSITION HELD_____

NUMBER OF YEARS EMPLOYED _____ SUPERIOR'S NAME_____

BADGE NUMBER _____ SOC. SEC. #_____

HUSBAND'S SALARY $_____ WIFE'S SALARY $_____ OTHER $_____

EXPLAIN OTHER (CLAIM NUMBER FOR V.A. BENEFITS ETC) _____

_____

OBLIGATIONS DUE

LOANS, AUTO, FURNITURE, OTHER, _____

_____

_____

MARITIAL STATUS

SEPARATED YES_____ NO_____ PRIOR DIVORCE YES_____ NO_____

SUPPORT PAYMENTS, IF YES HOW MUCH $_____ COURT ORDER YES___ NO_____

ASSETS OF PURCHASER(S)

CASH ACCOUNTS _____ CHECKING ACCTS_____

STOCKS, BONDS OR OTHER _____

CASH ON HAND $_____ APPROX. CASH NEEDED $_____

I CERTIFY THAT ALL INFORMATION IN THIS APPLICATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF. THIS AGREEMENT IS SUBJECT TO APPROVAL BY OWNERS.

WITNESS

_____ _____(SEAL)

_____(SEAL)

_____(SEAL)

There are 3 Copies of this Agreement.
1. White - Lessor
2. Yellow - Tenant
3. Pink - Agent

REALTORS® and the Consumer Council of Greater Philadelphia. It has also been approved by the THE PHILADELPHIA BAR ASSOCIATION as an acceptable form lease."

Speed Notes Inc.
88 Chester Pike, Collingdale, Pa. 19023
(215) 532-4300

PHILADELPHIA RESIDENTIAL LEASE FORM

(Part One of a Two Part Agreement)

1. Parties

This Agreement, MADE THIS .....day of .....19.....
between.....
(name, address, phone)
.....Agent for
.....hereinafter called
Lessor, and .....
hereinafter called Tenant.

2. Premises

Lessor agrees to rent to the Tenant premises known as .....
.....
in the City of Philadelphia, Pennsylvania consisting of .....
..... upon the following terms and conditions:

3. Conditions

(a) Total rent for entire length of lease payable to Lessor.....$_____
(b) Rent shall be paid in advance on the..... day of each ..... (week, month)
beginning on .....in the amount of.....$_____
(c) Adjusted payment of rent until first regular due date, if any.....$_____
(d) Security deposit (on deposit at .....) $_____
(e) Late charge if rent not paid within grace period of ..... days.....$_____
(f) Length of this lease.....
(g) Beginning date of this lease..... day of .....19.....
(h) Ending date of this lease..... day of .....19.....
(i) .....days written notice by either party is required to end this lease at the ending date.
(j) ..... days written notice by either party is required to end any renewal of this lease at the ending date, or by the Lessor to change any of the terms and conditions of any renewal, at the ending date.
(k) Renewal length of lease if not ended by either party.....
(l) Premises will be occupied only as .....
(m) Largest number of occupants under this lease .....
(n) Payments to be made promptly (without being demanded) when due to ... Lessor ...Agent at (authorized current address).....
(o) For the leased premises:

Lessor will pay for:	Tenant will pay for:
☐ cold water	☐ cold water
☐ hot water	☐ hot water
☐ gas	☐ gas
☐ heat	☐ heat
☐ electricity	☐ electricity
☐ lawn care	☐ lawn care
☐ snow removal	☐ snow removal
☐ water in excess of yearly minimum charge	☐ water in excess of yearly minimum charge
☐ yearly oil-burner cleaning	☐ yearly oil-burner cleaning
(Other)	(Other) .....
.....	.....

(p) Rules and regulations are.....are not ..... attached.
(q) If this lease is for a term of more than one year, the Tenant agrees to pay with the rent the proportionate share of any increase in real estate taxes and water and sewer rents assessed or imposed on the leased premises in excess of those imposed at the time of making this lease. This share shall be based on the square footage of the leased premises divided by the total square footage of the building. Leased premises: square footage .....Total building: square footage ..... One twelfth of the increase shall be payable each month with the rent. (When there is a metered water connection to the leased premises, the Tenant agrees to pay with the rent all water and sewer rent charges in excess of the minimum meter charge.)
(r) The Tenant agrees to pay with the rent all increases of insurance premiums on the leased premises, and/or the building of which the leased premises is a part, due to an increase in the rate of insurance in excess of the rate on the leased premises at the time of the making of this lease, if said increases are caused directly by any wilful or negligent conduct of the Tenant.
(s) Before the beginning of this lease term, or before any date in this section, the Lessor agrees to make the following repairs, replacements or installations. Failure to abide by the terms of this section shall entitle Tenant to exercise such options as would be available to Tenant for Lessor's failure to give actual possession under Section 7.

Special Clauses

_____ _____
Lessor or Managing Agent Tenant(s)

Comunales y Diferencias

Commonalities and Differences

Comida

Food

Some food in Puerto Rico is cooked
differently than food in the United
States.
Food in Puerto Rico is cooked with
a spice called sason.
Sason in Spanish means, all things
mixed together: onions, garlic,
sweet and hot peppers and paprika.
It's orange color.

Carmen Luciano

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
<u>th</u>an	que
<u>th</u>en	entonces
wi<u>th</u>	con
mix<u>ed</u>	mezclado
it<u>'s</u>	es

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use the word list above.

1. Carmen is taller _____ Maria.
2. Come to school _____ me.
3. _____ time to leave.
4. I _____ the salad for dinner.
5. We went to dinner and _____ we went to a movie.

IV. Contractions - Connect each word with the correct meaning. Spanish and English.

	English	Spanish
1.	I'm	yo soy
2.	he's	el es
3.	she's	ella es
4.	it's	eso es
5.	we're	nosotros somos
6.	they're	ellos son <u>or</u> ellos estan

V. Rewrite the following sentences to make them negative.

Change "is" to "is not", or "isn't"

1. Some food <u>is</u> cooked differently.

_____

2. Food in Puerto Rico <u>is</u> cooked with sason.

_____

3. Sason is orange colored.

_____

VI. Questions

Write each of the above sentences in question form.
(Hint! - begin each sentence with "isn't".)

1. _____

2. _____

3. _____

VII. Comprehension - Please write your answers. Use complete sentences you may use the story to find the answers.

1. Is food cooked the same in Puerto Rico as in the United States?

2. What is the name of the spice?

3. Why do people use this spice?

VII. Discussion

Have you learned about any different spices or ways of cooking in the United States?

Comida Nueva

New Foods

When I first came here, I noticed a
food called cheese steak hoagie.
It was big, expensive, also tasty.
In Puerto Rico we don't have that
kind of food.
Maybe it's because we don't have too
much money to spend on food like it.
I also noticed that the cheese steak
hoagie is easy to make.

Edwin Mendez

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
here	aqui
hear	oir
noticed	notar-darse cuenta
expensive	caro
tasty	gusto
too	tambien (also) or mui (too many)
to	a para
kind	clase or tipo
easy	facil or sensillo

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and fill in the correct word in each space below. Use the vocabulary list above.

1. Juan ate _____much.
2. I _____ the baby crying.
3. Our dinner was very _____.
4. Please go _____ the store.

IV. Syllabication - Break the following words into syllables. The number of lines for the number of syllables in each word is given. Be careful to pronounce each word with attention to underlined letters.

1. expensive _____ _____ _____
2. tasty _____ _____ _____
3. noticed _____ _____ _____
4. easy _____ _____

V. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.

1. Why does Edwin think there are no cheese steaks in Puerto Rico?

2. How does he describe the new food?

3. When did he discover this new food?

VI. Inference

How did Edwin find out that it was cheaper to make a cheese steak hoagie than to buy one?

VII. Discussion

What are your favorite foods from America and your favorite foods from your native country?

Comida

Food

Some food in Puerto Rico is
different because we make it
different tasting.
People in Puerto Rico use more
condiments and color in our food.
In Puerto Rico, the popular food is
rice and beans.
Other popular foods are:
vegetables, mofongos, guanimos and
don plines.
People in Puerto Rico eat more food
because the climate is hot and
people sweat more in their work.

Author Unknown

VOCABULARY

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
sweat	sudor
tasting	probando
their	sus or de ellos
in	en
they're	ellos son or estan ellos
there	allá or ahi
on	sobre or encima

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use words from above list.

1. _____ good people.

2. We study English _____ my school.

3. The books are _____ the table.

4. The children played with _____ friends.

IV. Endings - Adding "ing" (iendo / ando) to words. Some words end in "e". Drop the "e" before adding "ing" (ando).

Example: Taste Tasting

Skate _____

Live _____

Write _____

Love _____

Make _____

IV. Discussion and Writing - Complete the following sentence. Write as much as you like.

Rice and beans is popular because _____

Las Navidadas en Puerto Rico

Christmas in Puerto Rico

Christmas in Puerto Rico is different
than Christmas in America.
We celebrate the Christmas Holiday from
December 24th til January 6th.
Most people eat broiled pig, rice with
green peas and rice pudding.
They also drink and dance.
People celebrate the holiday by visiting
friends and having a good time.
Sometimes all the family stays out three
or four days.

Julio Del Rio

Christmas in Puerto Rico

Vocabulary

I. English ans Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
than	que
then	entonces
from	de
til	hasta
by	por
with	con
in	en
also	ademas
stay	quedarse

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation pay attention to the underlined letters.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use the word list above.

1. My son is taller _____ his uncle.
2. I will take my children _____ me.
3. She left her keys _____ the car.
4. I received a letter _____ my mother.
5. Our houses are side _____ side.

IV. (Facilitator)

Listening/Writing - Using the following words, dictate sentences for students to write.

than	in
then	with
from	til
by	

V. Language Exercise - Using P nc ns

Pronouns	Spanish
I am	Yo soy
you are	tu eres
he is	el es
she is	ella es
it is	eso es
we are	nosotros somos
you are	ustedes son
they are	ellos son

Answer the following quest ns Substitute underlined wor(or words with a pronoun fr(a ove.

1. Is Rosa cooking dinner?
   Yes, _____ _____.

2. Are you going to class?
   Yes, _____ _____.

3. Are your children happy?
   Yes, _____ _____.

4. Are you and Maria going to he store?
   Yes, _____ _____.

5. Is Jose fixing his car?
   Yes, _____ _____.

6. Am I doing my classwork?
   Yes, _____ _____.

7. Is the dog barking?
   Yes, _____ _____.

VI. Comprehension - Please wri y ur answers. Use complete sentences. You may use th(st ry to find the answers.

1. What are some special ay people celebrate Christmas'

2. Are the dates for Chr tm s celebration the same as i the United States?

VII. Discussion and Writing - C pl te the following sentence. Write as much as you like.

It is/isn't important to b wi n family or holidays becaus(

_____

Las Navidadas en Puerto Rico

Christmas in Puerto Rico

In Puerto Rico, we celebrate Christmas for two weeks.

On December 24, we celebrate "Noche Buena". (The Good Night).

The family comes together to sing Christmas songs and to play tropical instruments.

At twelve o'clock we give presents.

On December 25th, we go to church to celebrate the birth of Jesus.

On January 6, we celebrate Three Kings Day.

This day is for the children.

The children get ready for this special day on January 5 by cutting grass and putting it into a little box.

They hide the box under their beds.

In the morning, the boxes are gone and the kids find toys.

The kids believe the three kings' camels eat the grass, the same as Santa Claus eats the cookies.

Everybody is very happy.

I love Christmas in Puerto Rico.

Carmen Lopez

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
together	juntos
this	esto
give	dan or dar
special	especial
it	eso
little	pequeño
they	ellos
their	sus
gone	sefue

II. Pronunciation - Repeat words together with attention on underlined letters.

III. Vocabulary

Read each sentence and write the correct word(s) in each space. Use word list above.

1. _____ is my car.

2. My family goes places _____.

3. In the morning, the boxes are _____.

4. _____ is a _____ holiday.

IV. (Facilitator)

Listening/Writing - Using the following words, dictate sentences for students to write.

this give it they their

V. Language Exercise - Look at both groups of pronouns and see how they relate. Example: I - my

	Subject Pronouns			Possessive Pronouns	
	Spanish				
I	yo	we -	nosotros	my - mio	our - nuestro
he	el			his - de el	their - sus
she	ella	they -	ellos/as	hers - de ella	your - sus
it	eso			its - de el or de ella	
you	tu (informal) or usted (formal)			your - tus or tuyo	

Using pronouns above, fill in correct words. More than one set of related pronouns may be correct.

1. _____ am washing _____ clothes.

2. _____ is sewing _____ dress.

3. _____ are cleaning _____ yard.

4. _____ is washing _____ car.

5. _____ are doing our homework.

VI. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.

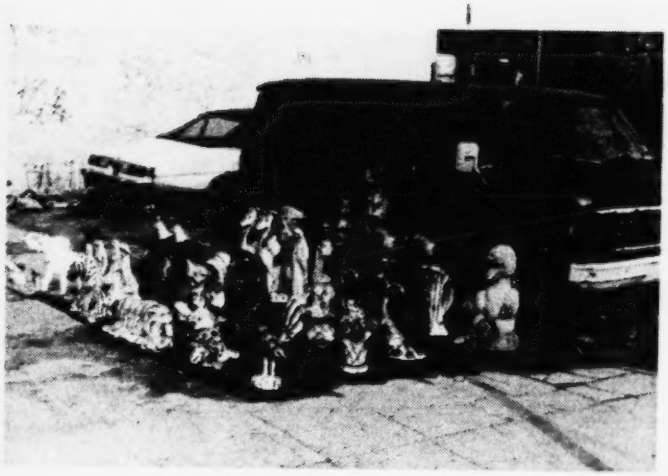
1. According to the story, how long is the Christmas holiday?

2. How are the names of the special days different in Puerto Rico than the United States?

3. What day is for the children?

VII. Discussion

Is Christmas more fun in your native country? Why?



Trabajo

Work

Trabajo

Work

In Puerto Rico, I worked in a clothes factory.
I worked a machine that pressed and packed.
It's called a bellboy or bellhop machine.
When I came to the United States, I had 15 years (experience).
I first worked in a box factory.
I packed boxes.
It was a good job.
I packed sponge boxes.
I worked there eight months.
Later I worked in a clothes factory, trimming.
I worked there about one year.

Doris Ismael

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
clothes	ropa or vestidos
close	cerado or cerca
it's	es
its	de el or de ella
when	cuando
went	fue or fui
there	allá or ahi
their	sus or de ellos
they're	ellos son or ellos estan

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use the word list above.

1. She wears beautiful _____.
2. _____ will you call me?
3. Please _____ the front door.
4. The man _____ shopping.
5. _____ baby lost its bottle.
6. _____ learning English.

IV. (Facilitator)
Listening/Writing

Use the following words and dictate sentences for students to write.

it's went their clothes

V. Language Exercise - Questions and Answers

Write a question for the following answers.

Answer: I worked in a clothes factory.

Question: _____

Answer: I worked there about one year.

Question: _____

Answer: Yes, it was a good job.

Question: _____

VI. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answers.

1. How old was Doris when she first worked?
2. How old was Doris when she first came to the United States?
3. Where did she work?
4. What kind of work did she do?

VII. Writing - Answer the following question. Write as much as you like.

What kind of work do you do?

Trabajo

Work

In Puerto Rico, I worked as an assistant teacher while I was studying in the Sacred Heart University.
I was participating in the work/study program.
Students of low resources participate in this program.
As assistant teacher, I was a helper in the third grade.
It was a great experience.
I finished the university and got my B.A. in social work.
I started to fill out applications everywhere, but I couldn't find a job.
One year later I found a job as a history teacher in a high school in Liza.
I taught Puerto Rican history to five groups of tenth and eleventh grades.
It was only for two months.
One year later, in 1987, I decided to come to the United States for a new life, but the language was different.
Now I'm studying English at the Lighthouse and Centro Pedro Claver Schools.
I need to learn a lot of English to find a good job as a social worker.
I've already filled out some applications in different places (hospitals, government offices, etc.).
I still haven't a job.
even though I have a Bachelor's Degree.

Marina Clamente

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
this	este or esta
these	estos or estas
fill	llenar
feel	sentir
find	encuentra
fine	fino or bien
found	encuentra
while	mientras

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use the word list above.

1. I live in _____ house.

2. We _____ well, today.

3. I can't _____ my pen.

4. Yesterday, I_____ a cat.

IV. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write.

find fill while feel
this give it they their

V. Present, Past and Future Verb Tense.

Rewrite the following sentences in the present tense (today) and future tense (tomorrow).

1. I taught Puerto Rican history.

Present (today)_____

Future (tomorrow)_____

2. I was studying in the Sacred Heart University.

Present (today)_____

Future (tomorrow) _____

3. I found a job as a history teacher.

Present (today) _____

Future (tomorrow) _____

VI. Contractions - Write the two words for each contraction.

Example: won't will not

I'm	_____	doesn't	_____
couldn't	_____	don't	_____
I've	_____	what's	_____
haven't	_____	can't	_____

VII. More Pronunciation - Practice pronunciating each of the following words. Pay attention to underlined letters.

job	teacher
year	finished

VIII. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

1. What kind of program at the University did Marina participate in?

2. What kind of work did she do in Puerto Rico?

3. What grades did Marina teach?

4. Why can't Marina find work in the United States?

5. What is the meaning of the following phrase, students of low resources

IX. Inference

Why can't Marina find a job?

X. Writing

Complete the following sentence. Write as much as you like.

You need/don't need to speak correct English because _____.

XI. Discussion

Compare work experiences you've had or know about in Puerto Rico to work experiences in the United States.

How are they the same or different?

Why are they the same or different?

Do you need to speak correct English to gain employment in the U.S.?

REAL LIFE ACTIVITY

Application for Employment

Application for Employment

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

1. ability - habilidad
2. acquainted - enterado or informado
3. application-aplicacion
4. at least - al menos
5. attended - atendido
6. below - abajo or debajo
7. business - negocio
8. character - caracter or personaje
9. contained - contenido
10. defects - defecto
11. definite - definido or claro
12. dependents - dependiente(s)
13. desired - deseado
14. details - detalle(s)
15. dismissal - expulsion
16. divorced - divorciado
17. employment - empleo
18. fluently - fluidamente or con fluidez
19. foreign - extrangero
20. former - anterior
21. further - adicional
22. graduated - graduado
23. hearing - audiencia - audicion
24. height - altura - alto
25. hired - empleado or alquilado
26. injured - lesionado
27. inquire - inquirir or preguntar
28. interviewed - entrevistado
29. known - conocido
30. leaving-dejar or abandonas
31. line - linea
32. manager-gerente
33. married - casado
34. membership - membresia
35. National Guard - Guardia Nacional
36. neatness - limpieza
37. notify - notifice(r)
38. own - propio
39. personality - personalidad
40. physical - fisico
41. previous - previo or anterior
42. rank - rango or posicion
43. reason - razón
44. references - referencia(s)
45. regardless - sin hacer caso
46. related - narrado or relatado
47. remarks - observaciones
48. research - busqueda
49. reserves - reserva(s)
50. salary - salario
51. signature - firma
52. separated - separado
53. single - soltero
54. speech - hable (common name)
55. statements - declaracion
56. terminated - terminado
57. wages - page or jornal
58. weight - peso
59. widowed - enviudado (a)

II. Use the vocabulary list to help you understand or fill in the application for employment. (see form after page 54)

III. Dialog and write.

A. Think of questions an employer might ask you. Write the question. Use the following words to begin each question.

English	Spanish
what	que
when	cuando
where	donde
why	porque
how	como
who	quien/es

B. Think of a questions you might ask an employer, and write them. Use the following words to begin the question.

English	Spanish
is	es
are	son
do	hacen or hacemos
does	hace
how much	cuanto cuesta
how many	cuanto es

IV. (Facilitator)
Role Play

Combine questions. Put in logical order to role play a worker/employer discussion.

Students answer questions as they role play.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFIN'TE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

Drogas

Drugs

Drogas

Drugs

I see people smoking drugs right in
front of everyone, in my neighborhood.
They don't care who sees them, even the
policemen.
People sell drugs because they want lots
of money to buy different things.
We always call police, but in a couple
of days the drug sellers are back.
My son David doesn't go outside by
himself because there are too many drugs
and I don't want him to learn bad things
from the other men.
I always take him to the park to play.
He is only 10 years old.

Aida Feliciano

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
want	quiero (e)
went	fui (e)
couple	pareja
things	cosas
take	tomar (cojer)
lots	montón
in front of	al or en frente de
back	espalda or atra or detras
in	en
outside	fuera
from	de
of	de
to	para or a
by	por

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation pay attention to underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use word list above.

1. We _____ to the park.
2. I park my car _____ _____ _____ my house.
3. Let's sit _____ the water.
4. I _____ to _____ a vacation.

IV. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write.

went want from things outside

V. Using Prepositions - Study the following list of prepositions.

English	Spanish	English	Spanish
in	en	in front of	en frente de
of	de	in back of	detras de
to	a	from	de
by	por	next to	alado de
back	detras	outside	fuera

Fill in the blanks. Use prepositions above. More than one answer may be correct.

1. There is a store _____ the park.
2. There is a church _____ the restaurant.
3. There is a light _____ my house.
4. The children are walking home _____ school.
5. They play in the _____ yard.
6. Let's go _____ the store.
7. We live _____ an apartment.

VI. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

1. What happens when people call the police?

2. Why doesn't David play outside?

VII. Writing

Complete the following sentence. Write as much as you like.

If drugs were in my neighborhood, I would _____.

VIII. Discussion

Why does Aida take David to the park?

Drogas

Drugs

People sell drugs in my neighborhood...
young and old, men and women, children
fourteen years old.
They hide drugs in old matresses.
Some people sell drugs because they take
drugs.
Most people sell drugs to make much money
because they are poor.
If we call the police, the drug sellers
will hurt you.

Carmen Mendez

Activities

I. English and Spanish Words and Definitions - Study the following words. You may use the Spanish words to help you remember the English words.

English	Spanish
sell	vender
hide	esconder
take	tomar
hurt	herir
heard	oi
heart	corazón

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space.

1. My _____ is healthy.
2. I have to _____ the bus.
3. The boy _____ his leg when he fell.
4. I have to _____ my car.
5. I _____ the bad news.

IV. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write.

take hurt sell heard heart

V. Past and Present

Rewrite the following sentences and change the verbs to the past (pasado) (yesterday).

They don't go to school.

_____

They <u>have</u> families to support.

_____

Young people <u>sell</u> drugs.

_____

VI. Singular and Plural

The following words are plural (mas de uno). Write the singular.

Plural (mas de uno)	Singular (uno)	Plural	Singular
people	_____	feet	_____
men	_____	babies	_____
women	_____	boxes	_____
children	_____	teeth	_____

VII. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

Why don't people call the police on drug sellers?

Answer.

VIII. Discussion

What are some things you can to if drugs are being sold in your neighborhood?

Drogas

Drugs

In my neighborhood in Puerto Rico there are drugs.
The young people are selling.
They don't go to school because they need to work to make money, but they don't work because no jobs, and they don't have any money.
They have families to support and that is the reason for selling drugs.
The same as in the United States.

Maria Rodriquez

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
don't	no
any	cualquier
support	soporte
reason	razón
same	mismo (or) igual

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word(s) in each space. Use word list above.

1. Young people sell drugs to _____ their families.

2. The children _____ have shoes.

3. What is their _____ for being late?

IV. (Facilitator)
Listening/Writing

Dictate short sentences using words below.

don't any need reason same

V. Language Exercises - Past and Present Tense

Fill in the blanks with is or are, was or were.
(Remember singular and plural)

today, or present		yesterday, or past	
is	are	was	were

Example: Young people are selling drugs.

1. Last week, we _____ in New York.

2. Pablo _____ my friend.

3. Yesterday _____ my birthday.

4. We _____ having a party.

Make sentences from the above questions. (Hint! Begin each one with word in blank).

Example: Are young people selling drugs?

1. _____

2. _____

3. _____

4. _____

VI. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

What are the main reasons people sell drugs?

Valores y Responsabilidadres de Familia

Family Values and Responsibilities
Parenting and Aging

Parenting

What We Do With Our Children

In our family, our children need to learn more about how to be quiet, obedient, and quick to follow their teacher's instructions.
They need good behavior and peacefulness.
Parents have no place for harshness in our family.
As parents we should dearly love our children.
We should also express this love through teaching.
Also as parents we should teach the word of God.
We need to show them the power of education.
The children need to honor their parents and respect them.
The parents and children need a good personal relationship.

Juana Escalera

Activities

Words Often Confused

I. Pronunciation - The following sets of words that are often confused. Practice your pronunciation and study the differences in meanings.

our	nuestro(a)	their	sus or de ellos	through	traves de
hour	hora	there	ahi or alla	thought	pensamiento
		they're	ellos son or estan	though	aunque
quite	bastante				
quiet	callado or silencio				

Fill in the correct word.

1. That is _____ book.
2. I waited for a bus for two _____,
3. He's _____ when he does his work.
4. That's _____ friend.
5. I _____ about my friend.

III. Dictation using vocabulary words

quite our there hour through

IV. Add the following correct suffixes to the words below. There may be more than one correct answer.

ness tion ing ly

harsh (aspero) peaceful (pacifico) educate (educar)

instruct (instruir) teach (enseñar) quick (rapido or ligero)

V. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

What are the most important things that Juana says we should teach our children?

VI. Discussion

Do you agree with the ways you see other people discipline their children?

Ways of Disciplining My Child

I try to talk very firmly to him once or twice, if that don't work I will give him a good spanking.
Sometimes I might strike him once or twice with the fly swatter.
That works but when I really feel that he needs a good punishment I remove all of his favorite toys from his room and put them in the basement.
I also don't let him watch his favorite T.V. programs and sometimes I may also show toward him less affection.
That works most of the time.

Iris Rodriguez

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
firmly	fuertemente
strike	dar
let	dejar
toward	hacia
once	una vez
twice	dos veces
really	realmente
might	puedo

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. Vocabulary - Read each sentence and write the correct word in each space. Use word list above.

1. She _____ shook his hand.
2. He is walking _____ his car.
3. I am _____ interested in learning English.
4. _____ me have your hand.
5. I _____ go swimming tomorrow.

IV. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write.

let really might toward twice

V. Comprehension - Please write your answer. Use complete sentences. You may use the story to find the answer.

What form of punishment works the best for Iris?

VI. Discussion

What do you think is appropriate punishment for children?

Edad

Age

In my country, we don't have much money
or much work.
Many older people don't have jobs and
families must feed each other.
Hispanic families take care of their old
people themselves.
Daughters and sons take care of mothers and
fathers.
They all live together.
Old people in Puerto Rico don't go to
nursing homes, they stay with the family.

Luisa Galdamez

Activities

I. English and Spanish Words and Definitions - Study the following words. You can use the Spanish words to help you remember the English words.

English	Spanish
much	mucho or demasiado
many	mucho
their	sus or de ellos
themselves	ellos mismos
live	vivir
together	juntos
relatives	familiares

II. Pronunciation - Repeat the above pairs of English and Spanish words together. For clear pronunciation, pay attention to the underlined letters in the English words.

III. (Facilitator)
Listening/Writing

Using the following words, dictate sentences for students to write.

much themselves live together many

III. Vocabulary - Using the word list above, fill in the blanks.

1. People in Puerto Rico don't have _____ money.
2. Relatives take care of older family members _____.
3. Mothers, fathers and their children live _____.
4. There are not _____ jobs.

IV. Language Exercises - Using pronouns correctly.

English	Spanish
Possessive Pronouns	
my	mi
his	de el
her	de ella
its	de el or de ella
your	tus or tuyo

our	nuestro
their	de ellos or suyos

In the following sentences choose the correct pronoun. (Hint - pay careful attention to underlined subjects of sentences before choosing pronouns.)

1. We lost _____ books.
2. The dog hid _____ bone.
3. Juan and Rosa finished _____ homework.
4. Edwin can't find _____ keys.
5. Ruth is brushing _____ hair.

V. Comprehension - Please write your answers. Use complete sentences. You may use the story to find the answers.

1. Why don't older people in Puerto Rico have much money?

2. Why do families live together in Puerto Rico?

VI. Writing

Complete the following sentence. Write as much as you like.

In my family older people _____ _____ _____.

VII. Discussion

In your own family, how do you take care of older people?

How or where would you like to live when you get old?

References

Recommended texts for teaching ESL to Hispanic Students

No Hot Water Tonight - by Jean Bodman & Michael Langano.
Carber MacMillan International, 1975

No Cold Water Either - by Jean Bodman & Michael Langano.
Carber MacMIllan International, 1980

Side by Side - English Grammar through Guided Conversations
by Steven J. Molinsky and Bill Bliss - 1
Prentice-Hall Inc., 1981, Books 1 and 2

Side by Side - Activity Workbook
by Steve Molinsky and Bill Bliss - 1
Prentice-Hall Inc., 1983, Books 1 and 2

About Our Jobs - by Joseph Caesar, Lossie Conners, Mildred Cross and Abdul Wadood Muhammad
La Salle Adult Learning Project - Philadelphia
Urban Studies and Community Services Center, 1987 - Philadelphia